



Key stage 2 (KS2) English writing teacher assessment moderation: national training 2019/20

Facilitator script and timings

Table activity 2: distinguishing between ‘working at the expected standard’ and ‘working at greater depth within the expected standard’

Facilitator script:

This afternoon we are going to focus on distinguishing between pupils ‘working at the expected standard’ and those working ‘at greater depth within the expected standard’. As part of this discussion, we will continue to consider what it means to write effectively for a range of purposes and audiences.

Key learning point 1: writing effectively for purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing

As you will recall from our discussions this morning during table activity 1, the national curriculum states:

‘Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar’.

We are going to revisit our learning from this morning but with a focus on the first ‘pupil can’ statement for ‘working at greater depth within the expected standard’:

‘The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation and structure)’.

The first part of this statement uses the same wording as the first part of the parallel statement at the expected standard (‘the pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader’). However, expectations are raised in the second part of the statement for greater depth within the

expected standard ('selecting the appropriate form and drawing independently on what they have read as models for their own writing').

Building on your discussion during table activity 1, in pairs, consider:

- *How would a pupil's writing evidence this part of the statement, 'selecting the appropriate form and drawing independently on what they have read as models for their own writing'?*

Allow 2-3 minutes for this discussion.

Take brief feedback from the whole group, ensuring that all delegates have an opportunity to contribute. Allow 2-3 minutes for the feedback.

Make the point that the move between 'working at the expected standard' and 'working at greater depth within the expected standard' for this statement is often determined by the pupil's ability to make careful, considered and deliberate choices about the purpose of their writing, their intended audience and how the composition of their writing – reflecting upon the vocabulary, grammar and form – will ultimately impact on the reader.

Remind delegates that each of the 'pupil can' statements act in their own right and are equally important. However, they also work together to support the overall effectiveness of the writing.

Refer delegates to key stage 2 (KS2) training exercise 3: Pupil C – working at greater depth within the expected standard.

This collection of writing has been assessed as 'working at greater depth within the expected standard.' It was used in standardisation exercise 2 in 2018/19 so you may have seen it before.

Let's consider in more detail, the 'pupil can' statement:

'The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation and structure).'

The national curriculum expects pupils to make choices in their writing to suit their audience and purpose.

Read piece A (a short story) from Pupil C's collection.

In pairs consider:

- *the choices the pupil has made to suit the audience and purpose*
- *the extent to which their choices reflect their wider reading*

Allow 3-4 minutes for this discussion.

Take feedback and expand the discussion.

Responses may include:

Piece A:

- taking the assassin's perspective (first person)
- leading the reader to assume the assassin is human
- choosing an animal as the protagonist
- the setting (darkness, time of day)
- the surprise ending (denouement)
- the build-up of tension within a logical sequence for the reader
- the short, single episode

Refer delegates to KS2 training exercise 4: Pupil D – working at the expected standard.

Read piece A from Pupil D, who was assessed to be 'working at the expected standard'. This collection was used in standardisation exercise 2 in 2018/19 so you may have seen it before. Whilst the language used does show a good awareness of the reader, there is insufficient evidence to demonstrate that the pupil is drawing independently on what they have read to support the composition of this form of narrative writing. Discuss with a partner why this is the case.

Allow up to 5 minutes for this discussion.

Widen the discussion to the whole group making sure that all delegates have an opportunity to contribute.

Responses may include:

- word choices are often bland, lacking the rich and diverse vocabulary that may be drawn from wider reading (*dark, gloomy jungle... shivers down my spine... ever-densifying mist... a dark shadow... Two broad overgrown men*)
- language is often repetitive (*we had the same idea – run! As we ran... Jonny kept running*)
- events are under-developed or transitioned abruptly without sufficient detail for the reader (*As we ran for our lives, I tripped over a tree root... the unknown creatures lurking between the jungle leaves... Jonny let out a piercing scream*)
- the frequent use of non-finite clauses to begin sentences becomes repetitive making it more difficult for readers to focus on events (*Staring at Jonny's... Thinking this could be... Peering into... scanning the area... Trying not to*)

Key learning point 2:

distinguish between the language of speech and writing and choose the appropriate register;

and exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Facilitator script:

Two of the 'pupil can' statements at 'working at greater depth within the expected standard' refer to aspects of register and formality. These are:

The pupil can:

- *distinguish between the language of speech and writing and choose the appropriate register*
- *exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this*

There is a degree of overlap between these 2 statements.

Let's consider the first 'pupil can' statement 'distinguish between the language of speech and writing and choose the appropriate register'.

This statement does not relate to using spoken dialogue in writing, but whether the pupil, when writing in more formal contexts, can avoid the language that they might otherwise use in speech. For example, the use of contracted forms, slang, idiomatic phrases, non-standard English. Pupils should be able to make judgements about the appropriateness of the language they use, according to the context of the writing.

Read piece F from Pupil C's collection and piece E from Pupil D. In pairs, briefly discuss the purpose and audience for these pieces and the evidence you would use to explain why Pupil C meets the statement 'distinguish between the language of speech and writing and choose the appropriate register' and why Pupil D does not.

Take brief feedback from delegates.

Responses may include:

Pupil C (piece F):

- *adopts a formal and polite tone to introduce the purpose of the letter in the first paragraph (I have chosen to write to you to share my personal views)*
- *the register shows a respectful but firm argument, which appropriately reflects the relationship between the writer and the intended audience (headteacher) (Although I*

have personally coped quite well with the pressures, I have seen some of my friends and classmates struggle)

- language choices appropriately reflect the formal tone of the letter and this is consistent throughout (*From our discussions, I am deeply worried about*)

Pupil D (piece E):

- although the tone is generally appropriately formal, word repetition in some sentences resembles speech-like qualities (*deep concerns towards the lack of support towards mental health in our community... to decrease the numbers of people suffering with mental health people do*)
- the quotation is attributed to 'Bob'. This casual reference is inconsistent with the overall tone and weakens the formality of the piece (*One group member, Bob, said*)
- the somewhat familiar request for a response (*I look forward to hearing your reply*) is too informal given the intended recipient

Let's now consider the second of these 2 statements.

'The pupil can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this'.

'Assured' means that a pupil can write with confidence, and 'conscious' refers to the fact that choices made, for example in manipulating grammar and vocabulary, are deliberate and considered.

It is possible that edits may help to evidence a pupil's 'conscious' level of control over their writing, according to the tone they wish to communicate.

Levels of formality exist on a continuum, from the very formal to the very informal. This statement requires pupils to control the level of formality, according to the effect that they are trying to achieve, which will typically link to the purpose and audience of the piece (for example a formal letter).

Since the statement refers to levels of formality, it is important that a pupil is able to evidence the ability to write for both formal and informal contexts, as well as those in between.

Read piece F from Pupil C's collection and piece E from Pupil D. Identify evidence you would use to explain how Pupil C demonstrates the statement 'exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this' and why Pupil D does not.

Allow 5 minutes for pairs to discuss.

Take feedback and widen the discussion to the whole group, making sure that all pairs have an opportunity to contribute. Acknowledge that delegates may have found some or all of the following, which is not an exhaustive list:

Pupil C (piece F):

- choices of vocabulary are apt and considered (*unnecessary pressure... required strategies... deeply worried... spiralling effect... valuable measure... mental well-being*)
- grammatical constructions support the formal register, for example, passive verb forms (*are not equipped... has certainly been caused by... the situation that is thrust upon them*) and the use of the perfect form (*I have chosen to write... I have seen... has caused them to consequently misbehave*)
- contracted verb forms are avoided to sustain the measured and polite tone (*I have personally coped... I am also concerned*)
- the writer deliberately uses more informal expressions on occasion to reflect the heartfelt nature of the topic and perhaps the writer's familiarity with the recipient (*I have family who are quite open at home when talking... halted clubs for 'the time being'... snappiness in an otherwise laid-back teacher*)
- an appropriate level of formality is maintained throughout the letter

Pupil D (piece E):

- ambitious sentence structures are not always accurate reducing clarity, for example, a verb is omitted from the multi-clause initial sentence (*I am writing to express my deep concerns towards the lack of support [given] towards mental health in our community*) and an imprecise pronoun use makes the subject of the sentence ambiguous (*After interviewing members of the public, they reported*)
- the use of 'it' passive conveys a detached and objective stance but loss of impact through the bracketed inclusion of the agent (*by NHS mental health nurses*), implies that data has been procured from only a limited sector of society
- some grammatical choices demonstrate a loss of control over the levels of formality across the letter as a whole, for example, the inappropriate inclusion of a quotation and the direct address to the recipient for a response results in an over familiarity

Key learning point 3: distinguishing between 'working at the expected standard' and 'working at greater depth within the expected standard'

For the next few minutes, please focus on the whole of Pupil C's collection. What further evidence for the 3 statements we have considered so far during this session would you draw upon to explain why this collection meets the standard for 'working at greater depth within the expected standard'?

Allocate pairs one of the following statements to focus on:

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing, (e.g. literary language, characterisation and structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Allow up to 10 minutes for delegates to read and discuss.

Take feedback from across the group using the commentary to support the discussion. Pairs should give feedback about the pupil-can statement they have been focusing on.

Refer delegates to KS2 training exercise 3: Pupil C commentary.

For the final part of the session, we are focusing on Pupil D's collection. Please read through the rest of the collection. Building on what we have done in the session so far, what evidence would you draw upon to explain why this pupil is not yet demonstrating sufficient evidence for 'working at greater depth within the expected standard' for the statement you were asked to consider?

Allocate pairs one of the following statements to focus on:

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing, (e.g. literary language, characterisation and structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Allow delegates up to 10 minutes to discuss the evidence for their particular statement.

Take feedback from across the group.

Responses may include:

- whilst language is mostly appropriate and, at times, precise, showing good awareness of the reader, the collection as a whole lacks the rich and diverse vocabulary, drawn from wider reading, required to evidence the higher standard

- language is often repetitive
- whilst pieces are appropriately structured, development is limited, sometimes resulting in overly abrupt endings and a lack of detail
- the pupil is beginning to distinguish between the language of speech and writing through selection of the appropriate register, but this is not consistently maintained, for example the inappropriate introduction of the quotation and the somewhat familiar request for a response in the letter
- the pupil is starting to manipulate grammar, for example, through the use of fronted clauses, but does not sufficiently demonstrate assured or conscious control, especially when writing for more formal context
- related clauses are typically joined through the use of co-ordinating conjunctions – however, there are times when a colon or semi-colon would ensure greater precision and concision

Refer delegates to KS2 training exercise 3: Pupil D commentary, in particular, the section ‘why is the collection not awarded the higher standard?’

Facilitator script:

The final ‘pupil can’ statement for ‘working at greater depth within the expected standard’ refers to the use of punctuation within writing:

‘The pupil can use the range of punctuation taught at key stage 2 correctly, for example semi-colons, dashes, colons, hyphens, and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity’.

Remind delegates about the footnote in the framework, which states:

‘This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident’.

It is important to remember that when necessary pupils use such punctuation precisely to enhance meaning and avoid ambiguity.

Summary

This session should have strengthened your understanding and recognition of ‘working at greater depth within the expected standard’ and of the distinctions between pupils’ writing at this standard and pupils’ writing at the expected standard.

We have also considered how writing, which is effective for the audience and purpose, also draws upon content expressed within the other ‘pupil can’ statements to support composition appropriate to purpose, audience and form.

Bring the session to a close.